

Homework for Today April 18 - Tuesday

Absent

6A

6B Kenzie Hanson

6C Hagen Adams

Science - In science book, Read pages 590 - 597 (Section 1) and complete note taking ws.

Social Studies - Read/Complete pages 257-259

Reading -

English/Language Arts - ~~Word Ladder~~ - Pages 19 ~~20~~ (Attached) ONLY. DO NOT DO PG 20.

- STAR Test

\* (Attached) Brain Pop - Watch 'Slavery' movie and complete 'Slavery' quiz. This is graded. Answers have to be done on line.  
\* READWORKS HOMEWORK - Read 'Slavery in the territories' - ~~fact~~ due April 19<sup>th</sup> (Wednesday)

Math - Fraction Concept Flip Notes

Frac/Dec/Per Vocab activity

Other -



**Note-taking  
Worksheet****The Role of Genes in  
Inheritance****Section 1 Continuing Life**

- A. Reproduction—transfers chemically coded hereditary information contained in \_\_\_\_\_, deoxyribonucleic acid
- B. The nucleus divides into two new nuclei, each with the same DNA, a process called \_\_\_\_\_.
- C. \_\_\_\_\_—reproduction in which a new organism is produced from a part of another organism by cell division.
1. One-celled organisms \_\_\_\_\_ in half to reproduce.
  2. In a process called \_\_\_\_\_, some organisms replace lost parts by growing new ones.
  3. Some animals reproduce by \_\_\_\_\_, which results in a new organism that grows out of the old one.
  4. \_\_\_\_\_—making copies of an organism; the copy is termed a clone.
- D. \_\_\_\_\_—a new organism is produced from the combined DNA of two different cells called **sex cells**.
- E. Sex cells form by \_\_\_\_\_—a double cell division process that leaves the four newly formed cells with half the number of chromosomes of the original cell
- F. When \_\_\_\_\_ occurs, each sex cell contributes one half of the new organism's chromosomes.
- G. Plants also reproduce sexually when sex cells from the male and female parts of a \_\_\_\_\_ combine.

**Section 2 Genetics—The Study of Inheritance**

- A. \_\_\_\_\_—passing traits from parents to offspring
- B. \_\_\_\_\_—study of how traits are passed from parents to offspring through small sections of DNA called **genes**

**Note-taking Worksheet** (continued)

C. What \_\_\_\_\_ traits?

1. A \_\_\_\_\_ allele will mask the other allele for a particular trait.
2. \_\_\_\_\_ alleles show when two copies of the recessive allele are inherited.

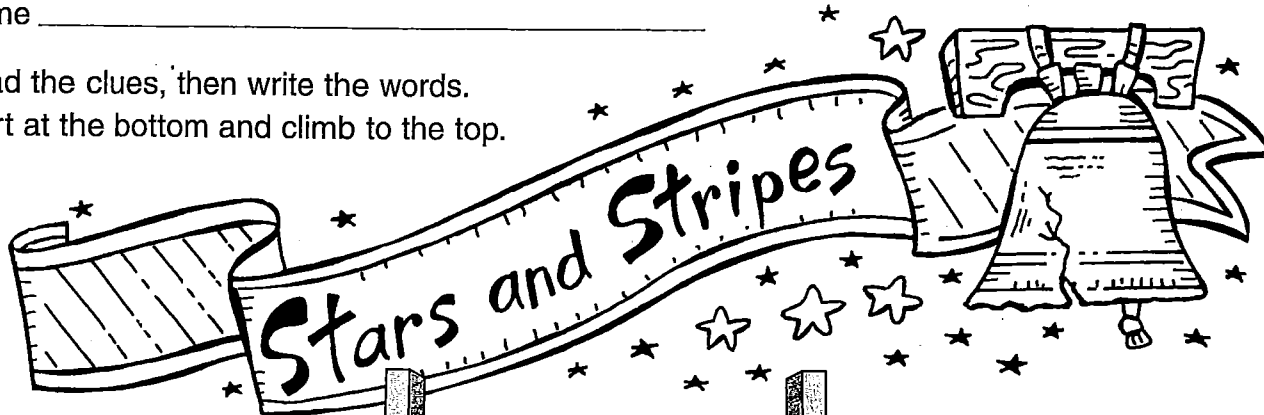
D. \_\_\_\_\_ determines which traits an offspring will inherit from a parent.

E. Differences in organisms result from \_\_\_\_\_ in the ways a trait appears.

1. Some traits result from \_\_\_\_\_ alleles and multiple genes.
2. A \_\_\_\_\_ can create new variations.
3. \_\_\_\_\_ results in organisms with desired traits.


Name \_\_\_\_\_

Read the clues, then write the words.  
Start at the bottom and climb to the top.



You pound this with  
a hammer.  
**Change one letter.**

Precipitation.  
**Take away one letter.**

 A level, treeless plain  
in Arctic areas.  
**Add two consonants.**

The sister of your mother.  
**Take away the first two  
letters, then add one.**

A state is divided into  
sections, each called this.  
**Take away one letter.**

Another word for country.  
**Take away the last two  
letters, then add four to  
the end.**

Trains travel on \_\_\_\_s.  
**Change one letter.**

Bathtubs and sinks have \_\_\_\_s  
for the water to go down.  
**Take away the first three  
letters, then add two to the  
end.**

A fish popular for eating  
in sandwiches.  
**Rearrange the letters.**

To say the numbers in order.  
**Take away one letter.**

c o u n t r y

Name \_\_\_\_\_

Read the clues, then write the words.  
Start at the bottom and climb to the top.

**In My Room**

10 \_\_\_\_\_

9 \_\_\_\_\_

8 \_\_\_\_\_

7 \_\_\_\_\_

6 \_\_\_\_\_

5 \_\_\_\_\_

4 \_\_\_\_\_

3 \_\_\_\_\_

2 \_\_\_\_\_

1 b e d

A place with walls around it in a house.  
**Change one letter.**

A loud, explosive noise.  
**Take away one letter.**

To keep worrying or thinking about something.  
**Change the last letter.**

To destroy or separate into parts.  
**Change one letter.**

What you do to a book.  
**Add one letter.**

To have lost blood.  
**Add one letter.**

A tool for sweeping dirt from floors.  
**Change one letter.**

A small river or creek.  
**Change two vowels.**

A sandwich is made with this.  
**Add one letter.**

The color of blood.  
**Take away the first two letters, then add one.**

## Slavery, the Civil War, and Reconstruction

### Slavery in the Territories

Before the Civil War, the nation was already divided. The country was divided over the issue of slavery. In the North, there were fewer slaves than in the South. There were mostly shops and **industries**<sup>1</sup> that did not need slave labor in the North. In the South, large **plantation**<sup>2</sup> owners kept many slaves to work the fields and even serve in the houses. So why couldn't the North and the South just agree to be different?

Slavery became a moral issue. More and more Northerners were against the idea of owning people as if they were property. At first they let slavery continue in the South. But in 1860 America was growing. People were moving west to new territories. As the territories gained more and more people, they could ask to be an official state of the United States of America. Would these new states allow slavery? In answer to this question, Northerners yelled "NO!" But Southerners yelled, "YES!"

There were many fights in Congress about slavery in the territories. At first, Congress made a **compromise**<sup>3</sup> (the Missouri Compromise of 1820). They decided to keep a balance. All territories below the line of latitude 36°30' would be slave states, like the southern states that were their neighbors. All states above 36°30' would be free. No slavery would be allowed in these states.

But the compromise did not work for long. Senators needed another idea to keep the balance of slave states and free states. They decided to let people in the territories vote to decide for themselves whether or not they would be free. The voting idea was a disaster. On the night before the vote that would determine whether Kansas would be a free state or a slave state, thousands of men from Missouri spent the night in Kansas. These men wanted Kansas to have slavery, so they sneaked in to vote. Northerners called these men "border ruffians." The next day, they voted. They did not really live there, so their votes should not have counted. When the results came back, Kansas was voted a slave state.

The United States government did nothing to stop the madness, but there was a new fight over slavery in the United States Senate. One day a Senator from Massachusetts, Charles Sumner, stood on the Senate floor and gave a long, heated speech about the morality of the North and the evil **injustice**<sup>4</sup> of the South. He said that Southerners were all horrible and devilish. He was especially mad at southern Senators, including Andrew Butler from South Carolina. Two days later Senator Butler's cousin showed up in the Senate. His name was Preston Brooks. Brooks took his cane and started beating Charles Sumner over the head! A fight had broken out on the Senate floor! Sumner was badly hurt. Northerners called him a hero. But Southerners were proud of the way Brooks defended their ideas. The division had already begun. It was only a matter of time before the southern Senators would leave Washington, D.C., and make their own country in the South.

<sup>1</sup> **industries** – factories or business that produce goods

<sup>2</sup> **plantation** – a large farm on which crops, especially cotton, are grown and harvested by workers who live there

<sup>3</sup> **compromise** – a settlement of an argument in which each side gives up some of its demands

<sup>4</sup> **injustice** – unfairness

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Where did many slaves work in the South?
  - A) building ships
  - B) in clothing factories
  - C) in the Senate
  - D) on large plantations
2. What problem did the Missouri Compromise try to solve?
  - A) whether Missouri would become a state
  - B) whether the North would begin having slavery
  - C) whether Missouri would join the Confederacy
  - D) whether new states would have slavery or not
3. Allowing territories to vote on whether they would be free or slave states was a disaster. What evidence from the passage supports this conclusion?
  - A) Charles Sumner was physically attacked on the Senate floor.
  - B) "Border ruffians" sneaked into states to influence the vote.
  - C) States below the line of latitude 36°30' became slave states.
  - D) There were many fights in Congress over slavery in the territories.
4. How might some northern Senators have felt after Charles Sumner was physically attacked in the Senate?
  - A) pleased and proud
  - B) tired and defeated
  - C) upset and concerned
  - D) amused and victorious
5. What is this passage mostly about?
  - A) slavery outside of what is now the United States.
  - B) how much land people had to own in order to own slaves.
  - C) fights in Congress throughout United States history.
  - D) the issue of slavery in new territories before the Civil War
6. Read the following sentences: "Slavery became a moral issue. More and more Northerners were against the idea of owning people as if they were property."  
What does the word "moral" mean?
  - A) related to war and fighting
  - B) mathematical in nature
  - C) related to money and business
  - D) concerning right and wrong

7. Choose the answer that best completes the sentence below.

Congress had many fights about slavery in the territories, \_\_\_\_\_ they made a compromise.

- A) but
- B) because
- C) while
- D) so

8. What did the Missouri Compromise state?

---

---

---

---

9. When the Missouri Compromise failed to maintain balance between slave states and free states, what did U.S. senators decide to do?

---

---

---

---

10. Explain whether voting was a successful solution to the problem of maintaining balance between slave and free states. Support your answer using information from the passage.

---

---

---

---

